**Considering the process of my role as Inclusion Manager through the lens of Permaculture.**

Can the application of permaculture principles and design process improve the response of Solway Community School to vulnerable students?

Design Process: SADIMET

Date: September 2019 to July 2021

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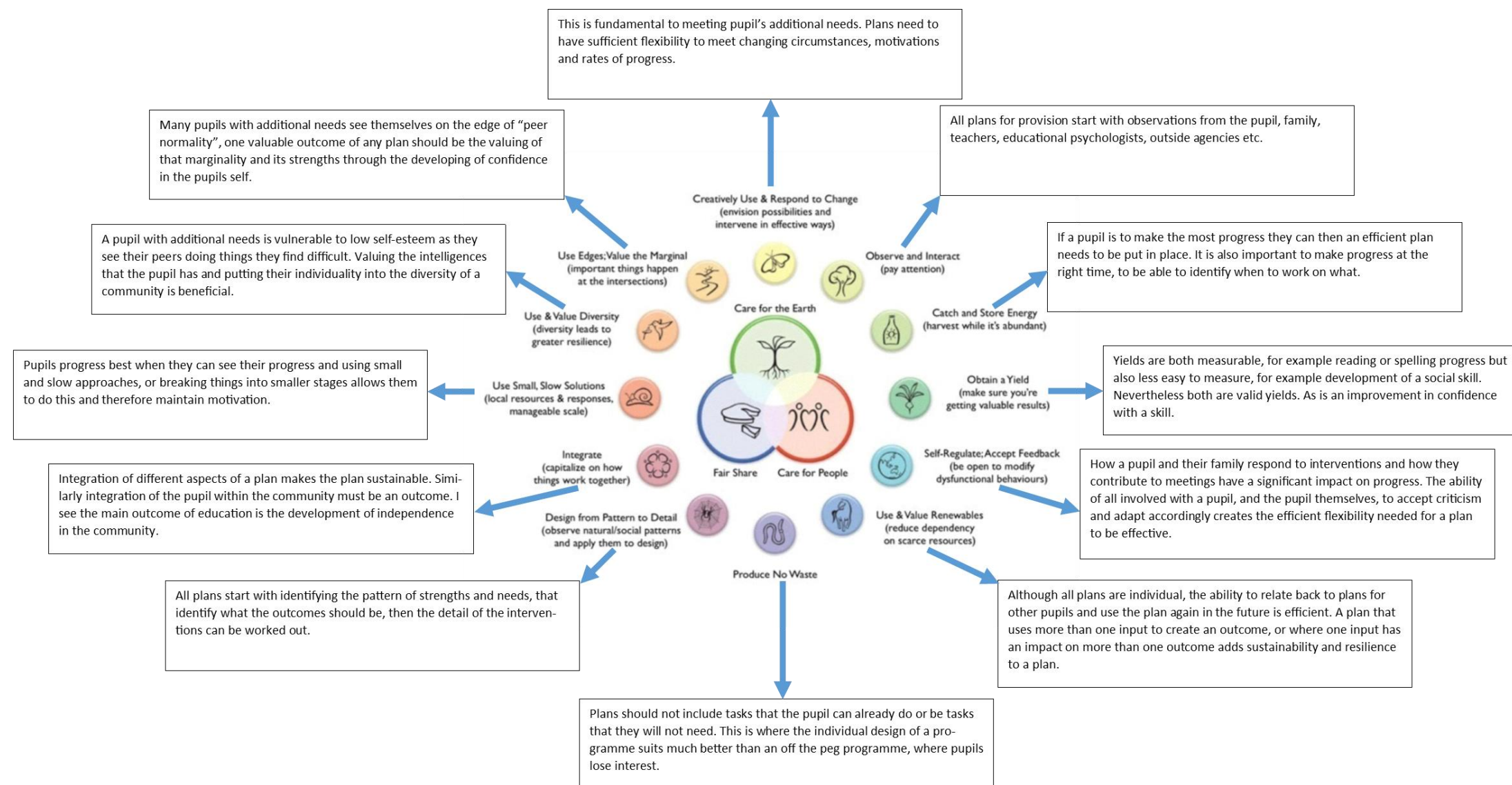
**Survey**

Overall situation: Solway Community School is a small rural secondary school in North West Cumbria. It has approximately 125 students and a relative high level of need as identified by the proportion of students with Education, Health and Care Plans (EHCP)[8], with Early Help Assessments (EHA)[6], Children Looked After (CLA)[5], those with social worker involvement and those with health needs. A high proportion of students are in receipt of pupil premium funding [19]. This relative high level of need has to be balanced against the size of the school and therefore its budget, which in turn requires more efficient and imaginative approaches to be implemented. There is little economy of scale.
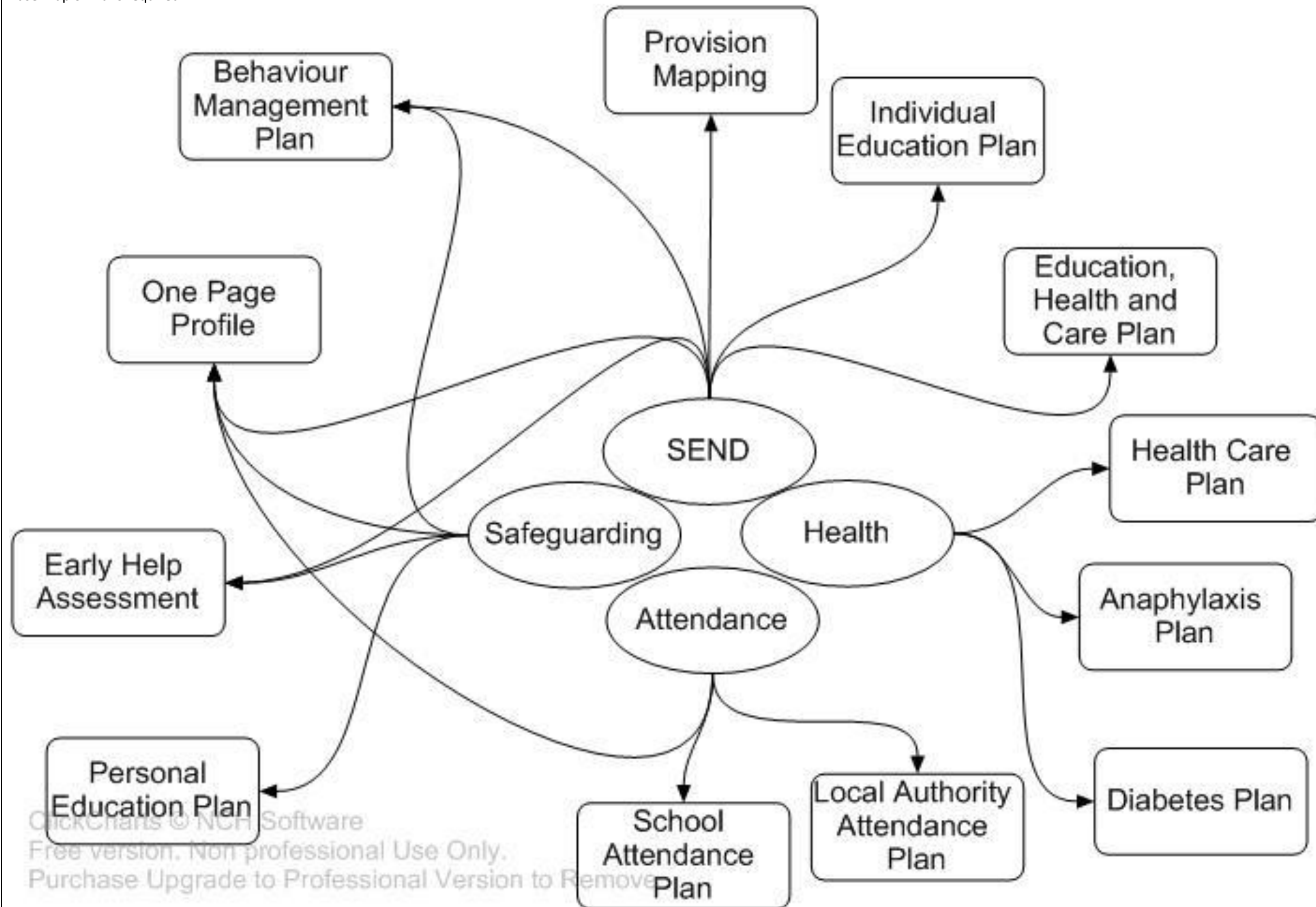
I, as Inclusion Manager, have responsibility for Special Educational Needs and Disabilities (SEND)[23], Health Care Plans (HCP)[9], Children Looked After (CLA)[5], Safeguarding [21], Early Help Assessments (EHA )[6] and attendance. All of these require co-ordination between student, parent, the school and outside agencies. The overall outcomes of these are safety, health and learning progress, and there is significant overlap in the processes involved in attaining these. They all are underlain by the three ethics of Permaculture: Earth Care in that all processes use the earth's resources, be they paper, transport to meetings, electronic communications. People Care is fundamental to all inclusive actions, we are looking for the best outcome for student and family in a way that is manageable and therefore has a self-care element, and Fair Shares in terms of ensuring all involved have an equal say and that outcomes are equitable for all involved and those that they have contact with. The ultimate aim is that the student is able to share in society, community and environment without barriers.

The Holmgren Principles are almost written for an inclusive process. Decisions cannot be made without **observing and interacting** with all involved. Limited resources, physical, financial and personal require **energy to be caught and stored**. The outcome for the family is the **yield to be obtained**, and the yield requires imagination and so is only limited by that. The process lives or dies on **applying self-regulation and accepting feedback**, so much of inclusion is looking at the problem, not through a medical viewpoint, but as the source of the solution itself. The process needs to be **renewable and regenerative** to be efficient and **produce no waste**, the wheel only needs to be invented once. The **patterns** of behaviours are the start point for observation, they raise the initial concern, **details** of the plans follow. The whole point of inclusivity in education is the **integrate not segregate** and to **use and value the diversity** of the individuals concerned, those involved are not, by definition, in the centre of the normal distribution of society and by integrating and valuing the diversity of those involved we are **valuing the edges and the marginal** of that distribution. **Solutions are** almost always **slow and small** in approach. And finally the **creative response to** progress or **change** is necessary for progress to be made.



# Holmgren Principles

This is fundamental to meeting pupil's additional needs. Plans need to have sufficient flexibility to meet changing circumstances, motivations and rates of progress.

Many pupils with additional needs see themselves on the edge of "peer normality", one valuable outcome of any plan should be the valuing of that marginality and its strengths through the developing of confidence in the pupils self.

A pupil with additional needs is vulnerable to low self-esteem as they see their peers doing things they find difficult. Valuing the intelligences that the pupil has and putting their individuality into the diversity of a community is beneficial.

Pupils progress best when they can see their progress and using small and slow approaches, or breaking things into smaller stages allows them to do this and therefore maintain motivation.

Integration of different aspects of a plan makes the plan sustainable. Similarly integration of the pupil within the community must be an outcome. I see the main outcome of education is the development of independence in the community.

All plans start with identifying the pattern of strengths and needs, that identify what the outcomes should be, then the detail of the interventions can be worked out.

All plans for provision start with observations from the pupil, family, teachers, educational psychologists, outside agencies etc.

If a pupil is to make the most progress they can then an efficient plan needs to be put in place. It is also important to make progress at the right time, to be able to identify when to work on what.

Yields are both measurable, for example reading or spelling progress but also less easy to measure, for example development of a social skill. Nevertheless both are valid yields. As is an improvement in confidence with a skill.

How a pupil and their family respond to interventions and how they contribute to meetings have a significant impact on progress. The ability of all involved with a pupil, and the pupil themselves, to accept criticism and adapt accordingly creates the efficient flexibility needed for a plan to be effective.

Although all plans are individual, the ability to relate back to plans for other pupils and use the plan again in the future is efficient. A plan that uses more than one input to create an outcome, or where one input has an impact on more than one outcome adds sustainability and resilience to a plan.

Plans should not include tasks that the pupil can already do or be tasks that they will not need. This is where the individual design of a programme suits much better than an off the peg programme, where pupils lose interest.

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What is not working with the current inclusion process? The following are the plans that I currently use to record need and plan provision. The question is whether so many different plans are necessary? The concept of the Team Around the Child [26] was based on the requirement for the story to be told once only, but a child with complex needs has that story recorded in a variety of plans.

Base Map of Plans required

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Summary of sources of information and the content of different plans demonstrating overlap.

| Inputs / Needs (i.e. where information will come from for the plan) | Outputs / Products / Behaviours (i.e. what will go into the plan) |
|---|---|
| Element: School Support SEND [23]<br>● Information from staff<br>● Information from primary school<br>● Information from student<br>● Information from parent<br>● Information from Educational Psychologist and Specialist Teachers | Element: Provision Map [17]<br>● Provision in place to meet need.<br>● Means to demonstrate progress<br>● Means to communicate progress<br>● Identification of next steps.<br>● Identification of referrals |
| Element: Educational Health and Care Plan [8]<br>● Information from School<br>● Information from student<br>● Information from parent<br>● Information from Educational Psychologist and Specialist Teachers | Element: Individual Provision Plan and Review [18]<br>● Provision in place to meet need.<br>● Questions for staff to demonstrate progress.<br>● Means of communicating progress<br>● Identification of next steps. |
| Element: Early Help Assessment [6]<br>● Interview with parent<br>● Input from other agencies<br>● Input from student<br>● Information from staff | Element: One Page Profile [11]<br>● Profile of student<br>   ○ strengths,<br>   ○ what's important now and in future,<br>   ○ outcomes,<br>   ○ support needed<br>   ○ research<br>● Next Steps<br>● What's improving<br>● What needs to improve |
| Element: Children Looked After [5]<br>● Input from student<br>● Input from school<br>● Input from Foster Carer<br>● Input from Social Worker<br>● Input from Virtual School | Element: Personal Education Plan [13]<br>● Student talent, skills and interests<br>● Student future plans<br>● Student targets, attainment and progress<br>● Additional needs/Support/Attendance/Alternative Provision<br>● Transition information<br>● Action Plan<br>● Celebration<br>● Useful Information |
| Element: Attendance<br>● Information from school<br>● Interview with parent<br>● Interview with student<br>● Input from Local Authority | Element: Attendance Plan [3]<br>● Summary of concerns and issues<br>● Attendance percentages<br>● Student, Parent and school<br>   ○ actions<br>   ○ outcomes<br>   ○ next steps |

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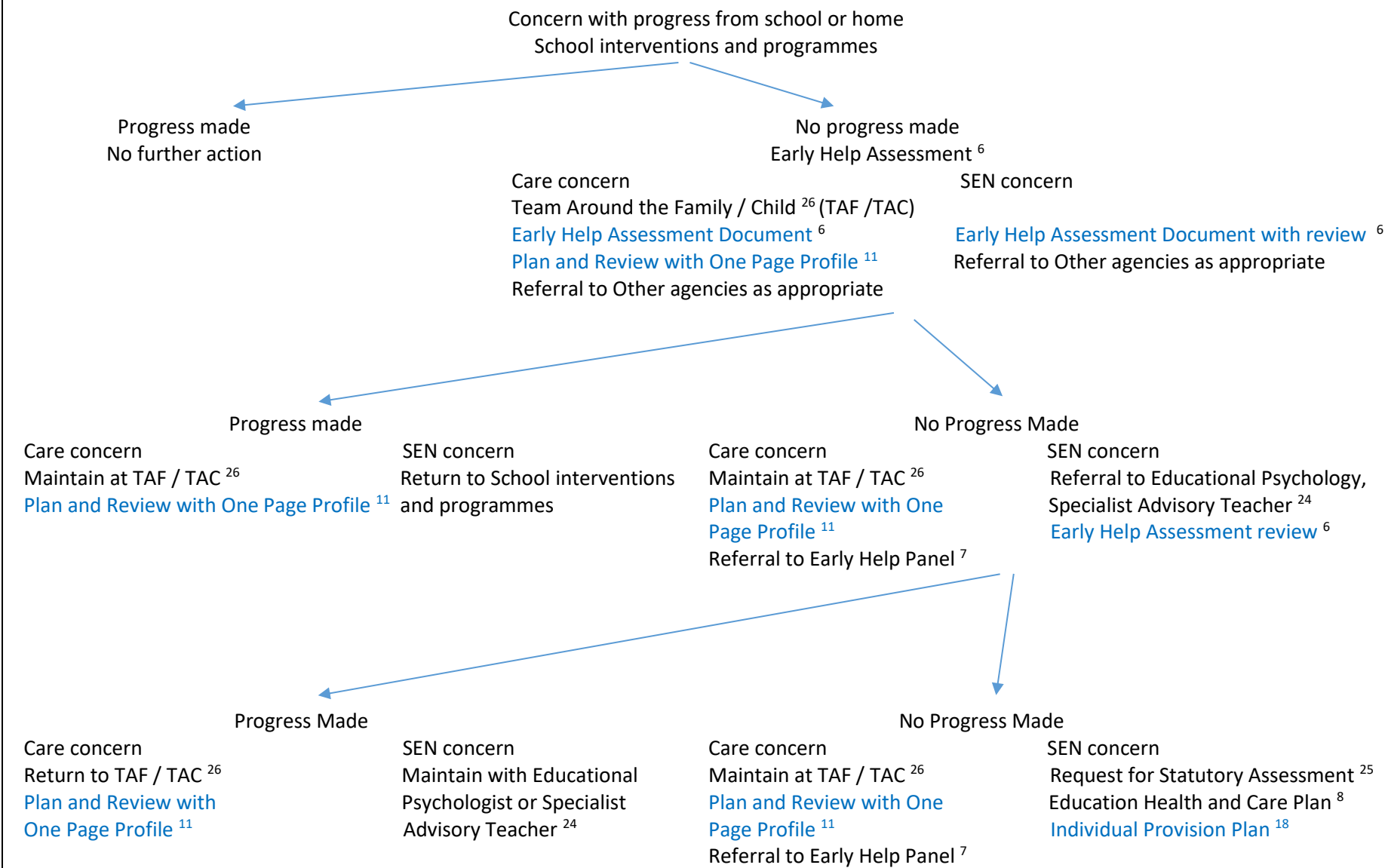| Element: Health Care | Element: Health Care Plan [9] |
|---|---|
| <ul><li>Information from parent</li><li>Information from Health Service</li><li>Information from student</li><li>Input from school / first aider</li></ul> | <ul><li>Contact information</li><li>Medical needs</li><li>Medicine details</li><li>Procedures in the event of refusal</li><li>Daily care</li><li>Educational, social and emotional considerations</li><li>Arrangements for educational visits</li><li>Actions in event of emergency</li><li>Training required</li></ul> |

The Customers / Providers / Influencers / Governance model identifies the different groups who have a stake in the planning for the needs of children at school.

'CPIG' model of stakeholder segmentation – Current Situation

| Customers | Providers |
|---|---|
| <ul><li>Child</li><li>Parent</li><li>Teachers and Teaching Assistants in School</li><li>Other professionals:<ul><li>Specialist Teachers [24]</li><li>Educational Psychologists</li><li>Teachers at Pupil Referral Unit [20]</li><li>Virtual School [27] – Achievement Teacher</li><li>Attendance Officers</li><li>Social Workers</li><li>Specialist Nurses</li></ul></li></ul> | <ul><li>Local Authority SEND</li><li>Local Authority Attendance Officers</li><li>Local Authority Children's Services</li><li>Pupil Referral Unit [20]</li><li>Virtual School [27]</li><li>Health Authority</li></ul> |
| **Influencers** | **Governance** |
| <ul><li>Myself</li><li>Feedback on my process from Specialist Teachers and Educational Psychologists</li><li>Other Special Educational Needs Co-ordinators</li><li>Person Centred Planning Approaches [15]</li><li>Software for Individual Education Plans [10] and Provision Mapping [16]</li><li>Personal Professional Development [14]</li></ul> | <ul><li>Local Authority</li><li>National Government</li></ul> |

Any change I implement must maximise the benefit to the child, parent and those working directly with the child, the teachers and teaching assistants, while meeting the needs of the "providers" and "governance".

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Currently the inclusion process is as follows:

Concern with progress from school or home
School interventions and programmes

Progress made
No further action

No progress made
Early Help Assessment [6]

Care concern
Team Around the Family / Child [26] (TAF /TAC)
Early Help Assessment Document [6]
Plan and Review with One Page Profile [11]
Referral to Other agencies as appropriate

SEN concern
Early Help Assessment Document with review [6]
Referral to Other agencies as appropriate

Progress made

Care concern
Maintain at TAF / TAC [26]
Plan and Review with One Page Profile [11]

SEN concern
Return to School interventions
and programmes

No Progress Made

Care concern
Maintain at TAF / TAC [26]
Plan and Review with One
Page Profile [11]
Referral to Early Help Panel [7]

SEN concern
Referral to Educational Psychology,
Specialist Advisory Teacher [24]
Early Help Assessment review [6]

Progress Made

Care concern
Return to TAF / TAC [26]
Plan and Review with
One Page Profile [11]

SEN concern
Maintain with Educational
Psychologist or Specialist
Advisory Teacher [24]

No Progress Made

Care concern
Maintain at TAF / TAC [26]
Plan and Review with One
Page Profile [11]
Referral to Early Help Panel [7]

SEN concern
Request for Statutory Assessment [25]
Education Health and Care Plan [8]
Individual Provision Plan [18]

It can be seen from my current approach that there is an overlap between meeting the needs of a child with care concerns and the same child's special needs concerns and therefore there is a repeating of process.

**Analysis**

The process of managing inclusion in a school is a problem solving process and therefore needs to be solution focused. All those involved will want a solution but will have different barriers and limits. Different parties might want different solutions. What I want to design is a methodology or approach that allows for a solution to be found that meets as many of the requirements of all those involved. I want to create a response that is efficient and effective for all those involved. Whereby the right agencies are involved as soon as necessary, the right information is available to the right people and the right programmes are put in place.

The areas I identify as needing consideration are:
Meetings - how are they conducted, recorded and the information shared? What tools would be beneficial to use? Are the ethics and principles involved?
Information – how is it gathered, analysed, shared and stored?
Involvement of other agencies - how are the signposted and involved?

Current pressures of time and resource mean that it is difficult to have the correct balance between the different areas of the inclusion manager role, which can have a deleterious impact on the progress of all the students. Communication with other agencies can be difficult and result in a feeling that everything falls to education, this can result in teams around a family being smaller and less effective.

Below is a SWOC analysis of the current situation regarding managing inclusion in school.

| Strengths | Weaknesses | Opportunities | Challenges |
|---|---|---|---|
| The Local Authority Early Help Assessment [6] links well to the Education, Health and Care Plan (EHCP) [8]. The One Page Profile [11] (see below) is based on Person Centred Planning [15] and allows for shorter term planning and is being used consistently with Early Help Assessment [6] plans that are not SEND [23]. It allows for patterns to lead to details. Individual Provision Plan [18] (See below) based on EHCP [8] provides good information for staff and the questions based on outcomes allows for relevant reviews. Staff understanding of students is excellent and recognised in the last Ofsted report. Links to Educational Psychologists and Specialist Advisory Teachers [24] is very good. Students attend meetings when they wish. | The current process is focused on longer term plans for SEN students as resources and time do not allow for a shorter plan do review cycle. Some student's plans are identified through provision only. Do meetings allow parents and students to express their views fully? Outcomes from assessments and meetings not always sufficiently focused. There is repetition in recording between plans and for referrals. Information from meetings is not always shared effectively with staff. There is difficulty in identifying agencies that can join the Team Around the Child / Family [26]. Information about them comes in at random times and I lack a means of knowing what is available and what the current referral form is. Information is stored in a way that is easy for me to access but not necessarily for others. Information from staff comes in separate documents making it time consuming to transfer all the information into one coherent document. It is difficult to get some agencies involved in Teams around the Child / Family [26]. | I have freedom to organise the meetings and recording how I wish. Personal Professional Development [14] process has provided an opportunity to complete this design. | Getting feedback from staff and other agencies to contribute to plans and reviews. Getting involvement from some agencies. |

The areas that I will look at in this first round of design are:
- Holding meetings
- Recording meetings
- Signposting
- Recording and sharing with student, family, teachers, teaching assistants and outside agencies.
- Information gathering for assessments and reviews from student, family, teachers, teaching assistants and outside agencies.
- Which design tools are helpful in planning for additional needs.

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**Design**

Holding Meetings:

Physical attendance at meetings:

The period of school closure in 2020 has allowed for the development of a wide range of skills, not least in how to manage communication that used to be face to face. The use of Skype, Zoom and Microsoft Teams have all been beneficial and opened up the opportunity for holding meetings face to face without being in the same room. As a school we are adopting MS Teams and as I learn more about it I believe it will provide answers for a number of the areas of focus. The ability for a meeting to happen with the remote presence of an educational psychologist, specialist advisory teacher [24] or tutor from an FE College, will allow more opportunities for meetings to happen. Currently, given the location of Solway Community School, half days have to be blocked out in their diaries for a 1 hour meeting. I see the possibility of a mixed meeting, parent and myself in school and other agencies remote.

The use of Dragon Dreaming Project Wheel in meetings:
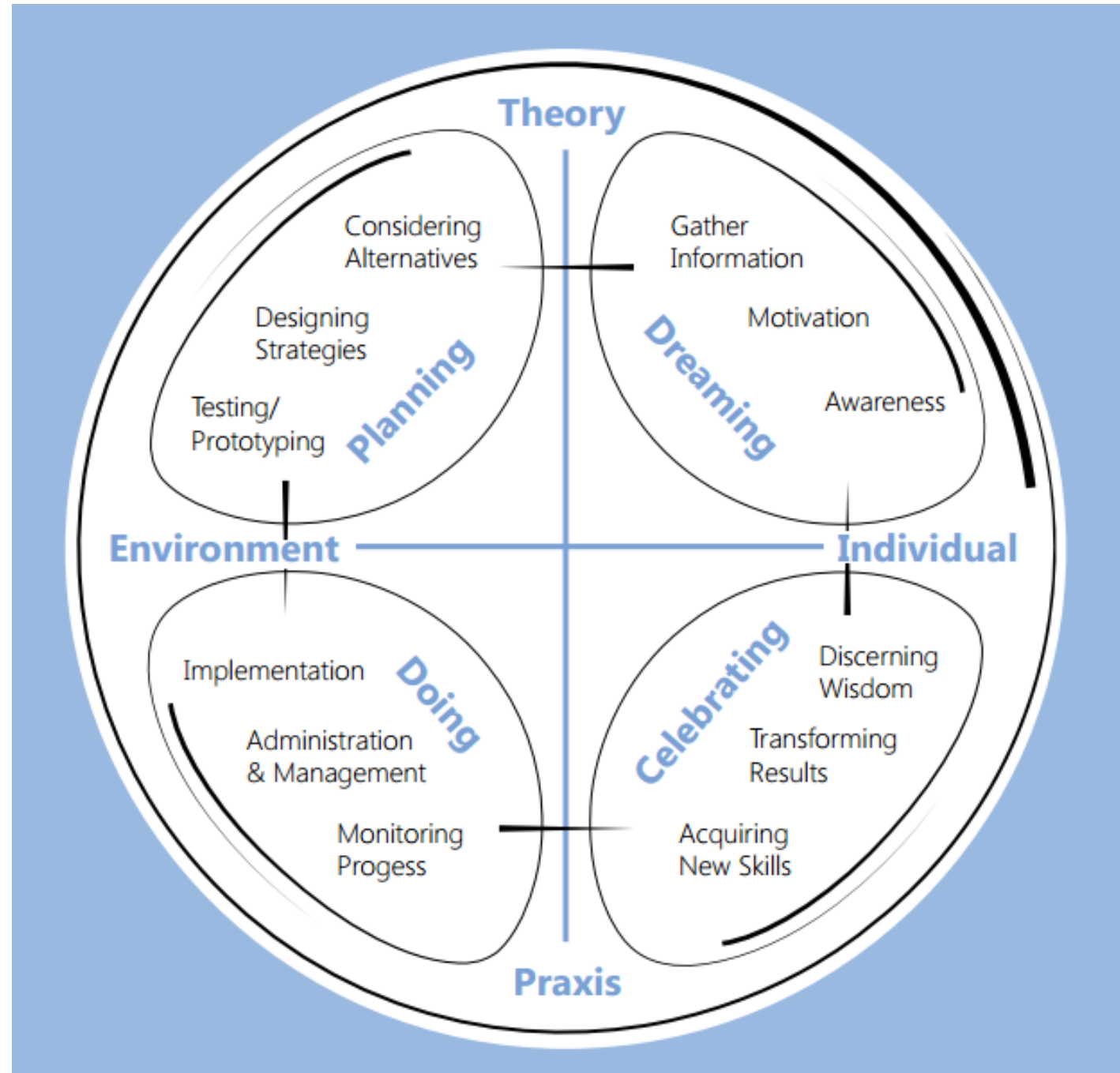


The Project Wheel fits very well to the process of designing a programme of support for a student. I particularly see strengths in the cyclic nature of each sector and that each sector in itself includes the dreaming, planning, doing and celebrating cycle. I prefer to run meetings with parents on a very loose agenda, I find that this gives parents an opportunity to bring things to the table when they wish. The discussion moves between agenda items but as long as all the discussion points are covered by the end of the meeting the route to them is not important and, importantly a non-linear approach allows for new information to come to light. I also find this lack of rigidity creates an atmosphere where things are shared and a more people care atmosphere.

Awareness is the first stage of what the needs are, where are the strengths, what needs to get better. This is the stage that happens at the Year 5 Annual Review [2] or my attendance at Team Around the Family / Child [26] meetings while the student is still at primary school. Positives – Negatives – Interesting  or Rose, Thorns and Buds, could be a good way to record information at this point. (See below – Transition Information) It is also the first part of the request for statutory assessment process.

Motivation is key to progress, if the student or the parent is not motivated to make changes in a particular area then that needs to be discarded or at least shelved until the motivation is there. This is where the zoning of outcomes could be useful (see below).

Often gathering information has taken place before a meeting, but it can be an outcome in itself, a referral to the Speech and Language specialist for example. Again there is a strength to the Dragon Dreaming approach as some elements may move on and transition to the planning stage while others remain in the dreaming while further information is gathered.

The consideration of alternatives and designing strategies are stages with an opportunity to open up thinking and for wild design. Having identified key areas, possibly through zoning, then how can they be achieved in the most effective way, how can single elements create multiple outcomes, how can multiple elements support single outcomes, a web of connections could be useful at this point.

I like the inclusion of testing and prototyping, there is often a pressure to be right first time, but in reality some things don't work or don't take off because of outside influences. The opportunity to cycle through trials before committing to the "doing" stage has potential for an understanding that progress is not always fast and / or moving forwards and an understanding of that within a team around a student is, if nothing else, supportive.

The "Doing" sector fits in with the more traditional plan, do, review cycle of teaching, but with the Dragon Dreaming process the review section is expanded into the celebration cycle. The inclusion of celebration mirrors the emphasis of identifying the positives that is integral to Person Centred Planning [15] an approach and structure that I have found particularly effective with students at risk of permanent exclusion.

In terms of using the tools of Dragon Dreaming, I do not feel sufficiently knowledgeable to adopt it wholesale and I have to consider that I have to maintain a correspondence to processes in place used across the County by others, but I do see useful elements that I can take and use. For example I have often struggled with the concept of an Individual Education Plan [10] because of its target based nature, similarly, although happier with the idea of a Individual Provision Plan [18] I have not found one that meets student's needs effectively. Reading about the Karabirrdt, I realise that one of the issues is the linear nature of both of these approaches, they are usually represented on a grid, for example target -> action -> by whom -> success criteria -> review for each element identified. The ecological network of the karabirrdt I feel is a closer representation of reality. It will show the flow of progress, the link between different activities and how "Each  element  performs  many  functions" and "Each  important  function  is  supported  by  many  elements". I feel it lends itself to a more holistic approach to student development and the method of identifying who will work on which task on the karabirrdt is more inclusive and gives a wider ownership to actions to be taken. In terms of how a meeting might run, I see a A3 version of the karabirrdt grid, possibly partially filled in prior to the meeting, completed through a meeting and providing the provision map for that student, irrespective of the level or type of need, so covering school support, education, health and care plans [8], early help assessment [6], and attendance planning.

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| Karabirrdt | | | | |
|---|---|---|---|---|
| Awareness | | | | |
| Motivation | | | | Dreaming |
| Gather Information | | | | |
| Consider Alternatives | | | | |
| Designing Strategies | | | | Planning |
| Testing / Prototyping | | | | |
| Implementation | | | | |
| Administration and Management | | | | Doing |
| Monitoring Progress | | | | |
| Acquiring New Skills | | | | |
| Transforming Results | | | | Celebrating |
| Discerning Wisdom | | | | |
| | Individual | | Community | |

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**Transition Information**

| Student | | Date | | Primary School | | |
|---|---|---|---|---|---|---|
| Need | | EHCP / EHA / SA | | | | |

| Area | Rose | Thorn | Bud |
|---|---|---|---|
| Verbal Skills | | | |
| Reading Skills | | | |
| Writing Skills | | | |
| Mathematical Skills | | | |
| Organisational Skills | | | |
| Social Emotional Skills | | | |
| Strengths | | | |
| Pastoral | | | |
| Medical | | | |
| Other Information | | | |

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Information Gathering

The use of Zoning and Sectors in gathering information and setting the scene for planning:

I have used Zoning and Sectors when working with Autistic students when looking and circles of friendship and false friends. I can see a value in applying this to the key people involved with a student and with the planning for interventions and outcomes. The axis for the zones in each case either being importance, influence or impact or it could be temporal, i.e. the time between contacts or the time taken before starting or for completion.

## Zones - People

Others

Family

5

4

3

2

1

Pupil

Health

Friends

Community

School

## Zones – Interventions and Outcomes

Sensory / Physical Development Needs

Communication and Interaction

5

4

3

2

1

Pupil

Social, Emotional and Well Being

Cognition and Learning
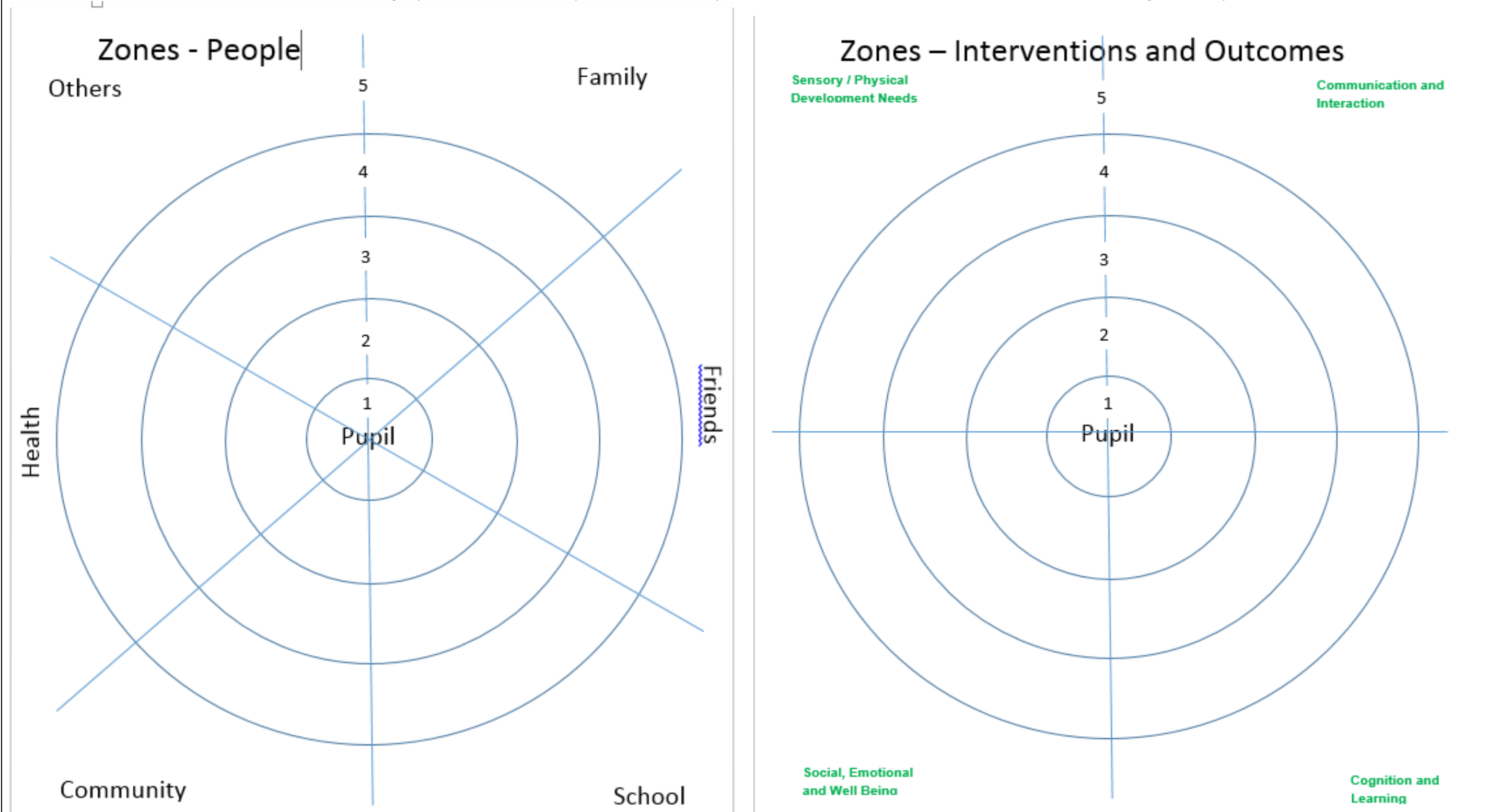
Recording

I have previously developed two documents; the Individual Provision Plan and Review [18] document based on the Education Health and Care Plan [8] and what I have called a One Page Profile [11], based on a combination of Early Help Assessment [6] procedures and Person Centred Planning [15].

The Individual Provision Plan and Review [18] document is predominantly for students with Education, Health and Care Plans [8], or those with more complex needs and has two purposes. Firstly to summarise the assessment information, strengths and needs, the outcomes expected and provision needs to meet those outcomes contained within the Education, Health and Care Plan [8] and secondly as an annual review document, where staff comment against questions I have posed relating to the provision and outcomes.

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Individual Provision Plan – Student Name

Plan Date – [Publish Date]                    Review Date – [Category]

**Communication and Interaction**
*Preferred communication, language, conversation, expression, questioning; games, stories and songs; receptive and expressive language; social communication; understanding;*

| Strengths | Difficulties/Areas for Development |
|---|---|
|  |  |

**Cognition and Learning**
*Organising, making connections; being creative, exploring, experimenting; imaginative play and interaction; participation in learning; attendance; self-care and independence; boundaries, rules, asking for help, decision making;*

| Strengths | Difficulties/Areas for Development |
|---|---|
|  |  |

**Social, Emotional and Well Being**
*Feeling special; early attachments; risking/actual self-harm; phobia; psychological difficulties; coping with stress; motivation, positive attitudes; confidence; relationships with peers; feeling isolated and solitary; often feels unhappy; mental health history; positive separation from family;*

| Strengths | Difficulties/Areas for Development |
|---|---|
|  |  |

**Sensory / Physical Development /Needs**
*Current sensory needs, history and support including equipment adaptation; diagnosis, medication and compliance; nourishment; activity; relaxation; vision and hearing; fine motor skills(drawing etc.) gross motor skills; mobility; changes to body, washing, dressing, sleep patterns, feeding;*

| Strengths | Difficulties/Areas for Development |
|---|---|
|  |  |

**Provision, Plan and Review -** Student Name - [Category]

| Outcome | Provision | Plan and Review (Including key questions for staff) |
|---|---|---|
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

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The One Page Profile [11] I have used to create an ongoing document that records the base line for the student and the plan and review on a shorter timescale. I have adapted this to follow the Dragon Dreaming cycle.

| **Name:** [Abstract]<br>**Date of Birth:** Click here to enter a date.<br>**10**<br>**Address:** | | One Page Profile | **Date of Profile:**<br>Click here to enter a date. | **People contributing:** |
|---|---|---|---|---|

**Awareness**

| | | | **Motivations** |
|---|---|---|---|
| Strengths | Needs | Interesting | What is important now |
| | | | |
| | | | What is important in the future |

**Gathering Information**

| | |
|---|---|
| Reports gathered | The support needed |
| Reports needed | |
| Other Information | |

| **Considering Alternatives** | **Designing Strategies** |
|---|---|
| Outcomes | Interventions |
| | **Testing and Prototypes** |
| | What strategies are working what are not |

**Doing** (Implementing, Administrating, Managing and Monitoring) **and Celebrating** (New skills, results, learning)

| **Next Steps**<br>Date: Click here to enter a date. | **Review**<br>Date: Click here to enter a date.<br>Attending: | |
|---|---|---|
| | **What's improving** | **What needs to improve** |
| **Next Steps**<br>Date: Click here to enter a date. | **Review**<br>Date: Click here to enter a date.<br>Attending: | |
| | **What's improving** | **What needs to improve** |
| **Next Steps**<br>Date: Click here to enter a date. | **Review**<br>Date: Click here to enter a date.<br>Attending: | |
| | **What's improving** | **What needs to improve** |

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Proposed inclusion process:
I had the hope of reducing the number of different plans. The Health Care Plan, Looked After Child Plan and the Attendance Plan will need to remain as they are as they mirror health or local authority documentation. Otherwise I see the process being so:

Concern with progress from school or home
School interventions and programmes

Progress made
No further action

No progress made
Early Help Assessment [6]

Team Around the Family / Child (TAF / TAC) [26]
Early Help Assessment [6] Document (Local Authority Document needed for referrals)
Referral to Other agencies as appropriate
Plan and Review with One Page Profile [11]
Karabirrdt
Zoning

Progress made
Return to School interventions and programmes
or
Maintain at TAF / TAC [26]
Plan and Review with One Page Profile [11]
Karabirrdt
Zoning

No Progress Made
Referral to Educational Psychology, Specialist Advisory Teacher or Early Help Panel [7]
Plan and Review with One Page Profile [11]
Karabirrdt
Zoning

Progress Made
Return to TAF / TAC [26]
or
Maintain with EP or Specialist Advisory Teacher [24]
Plan and Review with One Page Profile [11]
Karabirrdt
Zoning

No Progress Made
Request for Statutory Assessment [25] or re-refer to Early Help Panel [7]
Plan and Review with One Page Profile [11]
Karabirrdt
Zoning
Education Health and Care Plan [8]
Individual Provision Plan [18]

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Signposting:

I have put together a map of agencies that I have contact with and other local organisations and linked these either to referral forms for them or their websites. It is my intension to have this available in meetings so that I am aware of what is out there to support students. I also intend, come the beginning of term, to share this with fellow local SENCos [22] to pick up on any missed agencies or organisations. This is correct as of August 2020, further agencies and interventions have been put in place since.

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Sharing information:

As a school we are moving to use Microsoft Teams as an administrative and teaching tool. This provides me with a means to share only relevant documents with relevant staff, and checking whether they have read and / or acted on them.

Staff will be able to add to documents as necessary, without the time consuming need for me to copy and paste into on master document.

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**Implement**

It is my intention to use small and slow steps to introduce these changes to my working practice. I have 2 students joining in September with Education, Health and Care Plans [8] and one or maybe two Year 8 students who will be getting plans. I will use these students to trial the new process.

- Holding meetings, Information gathering and recording

  By the beginning of September 2020 I will set up the One Page Profile [11] and Individual Provision Plan [18] for each student with information from the Education, Health and Care Plan [8]

  In the first month of term I will meet with parents and student and use the One Page Profile [11] as an agenda process for a first meeting with parents and student.

  Prior to this I will meet with the student and do the dreaming phase and begin to produce the karabirrdt and zoning diagrams.

  I can produce the karabirrdt during the meeting and fill out the zoning diagrams if necessary.

  I will share the karabirrdt and the Individual Provision Plan [18] with staff.

  I will review progress using the One Page Profile [11] ideally at least termly and using the Individual Provision Plan [18] annually.

- I will hold meetings in school with child and parents face to face and with agencies via Microsoft Teams.

- Signposting

  For all meetings I will keep a copy of the map of agencies in my diary to have available for any meeting.

  I will share the map with SENCos [22] at the beginning of term.

  I will update the map as and when other agencies are identified or referral forms change.

- Sharing information

  I will have shared Individual Provision Plans [18] for older students with Education, Health and Care Plans [8] via Microsoft Teams by September, and others as they become available.

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**Maintain**

The main concern I have in carrying out the design is the transition from my previous work approach and this. It will be necessary to have set up for each student the appropriate electronic paperwork in a directory for them and also to have sets of paper copies to hand for meetings. I will set this up in the first weeks of September 2020. I envisage that once a student has a working set of paperwork, either electronic or hardcopy then the process will have momentum.

The incorporation of older students, who have been working through the old process, will require capacity and time allocated to transfer them.

I will gather feedback through the first term and make changes for the spring term, either leading to consolidation and adaptation of the processes for the first students and / or expanding to include other students already established or new students within the Early Help Process. I will do this by December 2020 in the following sequence of students.

Conversion of students to new process:

September 2020 Child 7A, Child 7B, Child 8A, Child 8B

October Child 8C, Child 8D, Child 8E, Child 9A

November 2020 Child 9B

December 2020 Child 8F

I will allocate time in my diary to carry this out.

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**Evaluate**

So can the application of permaculture principles and design process improve the response of Solway Community School to vulnerable students?
Certainly there is an emphasis in the design in the People Care and Fair Share ethics, in terms of increasing efficiency in gathering information and sharing it with those involved. I hope the karribirrdt process will give a degree of ownership of the planning to both parents and child and that the use of remote meetings will have an Earth Care impact without loss of input from outside agencies.
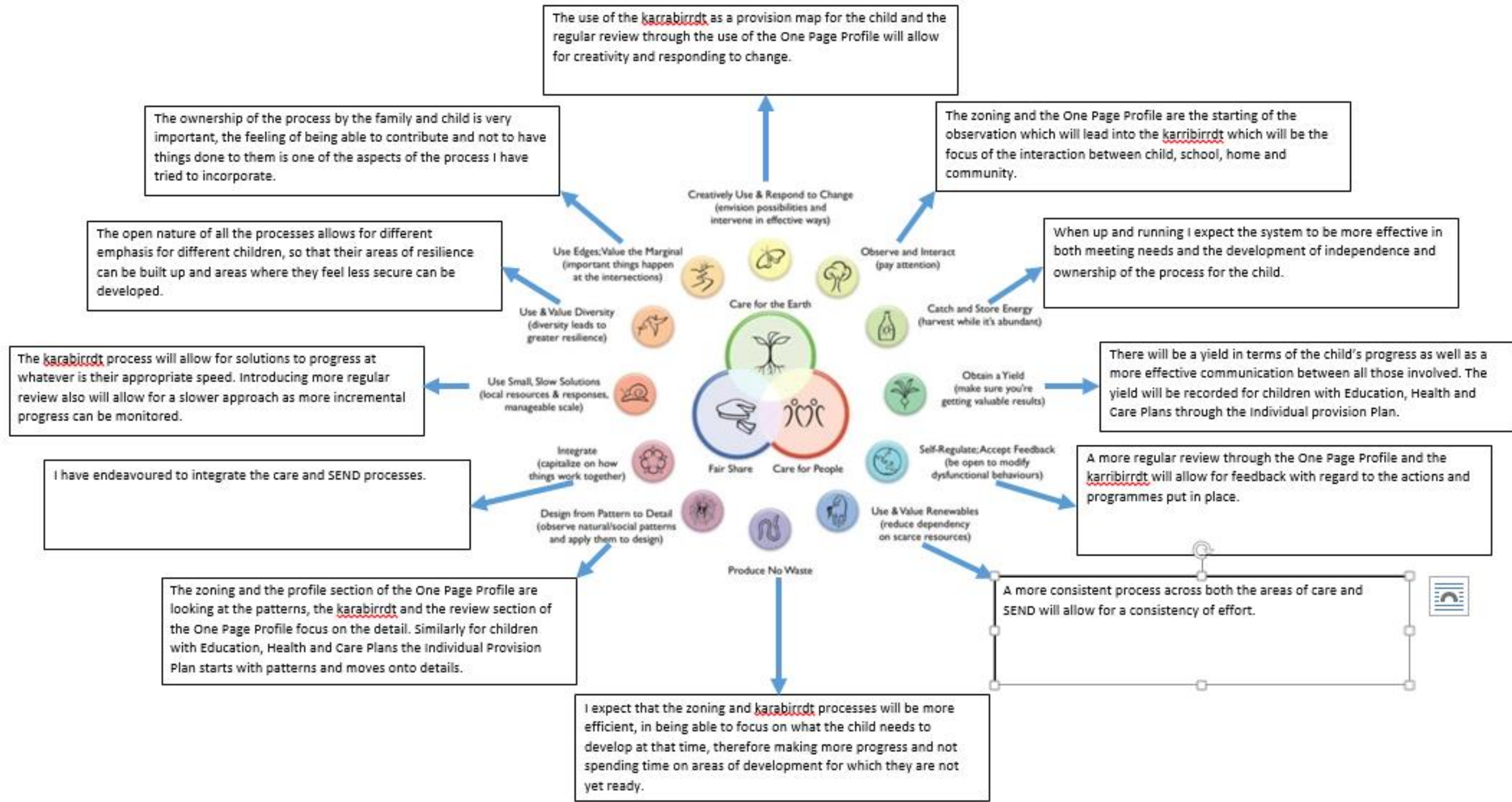
Ethics Review:
At first view this is very much a People Care design, caring for the additional needs of vulnerable young people but considering the process through the lens of each Permaculture Ethic identifies other implications.
Earth Care would not seem a high-profile ethic here, but the development and acceptance of the use of technology, precipitated by the restrictions of movement in the Covid pandemic has had significant effect on the earth resource cost of the SEND process. Professionals no longer need to drive to meetings is the biggest impact, but with the adoption of electronic communication and the ability to share files the amount of paper used has reduced to that used to take notes in meetings, and this only because I cannot type, minute and chair a meeting. 20 years ago, when I wanted teachers' views on a child's progress, I would produce a document and make a photocopy for every teacher that taught that child, now I send a link to a document that everybody types into. This not only saves time for me, but also for the staff as they are not having to repeat what other staff have already said. I have tried to reduce the repetition of the different processes, between SEN, Safeguarding, Health and Attendance, which is a further reduction in resources.
The CIPG model shows the wide range of people involved in the management of the needs of a child and all their needs have to be considered as well. The process is a balance between finding the best outcomes not only for the child and their family but also for all those others involved. Special Needs is often depicted as a jigsaw and this is a good representation of the process of caring for all those involved, everyone's barriers need to be considered. Within the People Care lens is also the Zone 00 of the SENCo themselves, how do they create the time to ensure the best of all possible plans is put in place.
I am a keen advocate of the Person Centred Planning process and the focus that it has on the voice of the child and those immediately around them. This is the epitome of fair share. Irrespective of age the intention that a child has a share in society, community and their environment is the focus of a just society.

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# Holmgren Principles - Review

The use of the karrabirrdt as a provision map for the child and the regular review through the use of the One Page Profile will allow for creativity and responding to change.

The ownership of the process by the family and child is very important, the feeling of being able to contribute and not to have things done to them is one of the aspects of the process I have tried to incorporate.

The zoning and the One Page Profile are the starting of the observation which will lead into the karribirrdt which will be the focus of the interaction between child, school, home and community.

The open nature of all the processes allows for different emphasis for different children, so that their areas of resilience can be built up and areas where they feel less secure can be developed.

When up and running I expect the system to be more effective in both meeting needs and the development of independence and ownership of the process for the child.

The karabirrdt process will allow for solutions to progress at whatever is their appropriate speed. Introducing more regular review also will allow for a slower approach as more incremental progress can be monitored.

There will be a yield in terms of the child's progress as well as a more effective communication between all those involved. The yield will be recorded for children with Education, Health and Care Plans through the Individual provision Plan.

I have endeavoured to integrate the care and SEND processes.

A more regular review through the One Page Profile and the karribirrdt will allow for feedback with regard to the actions and programmes put in place.

The zoning and the profile section of the One Page Profile are looking at the patterns, the karabirrdt and the review section of the One Page Profile focus on the detail. Similarly for children with Education, Health and Care Plans the Individual Provision Plan starts with patterns and moves onto details.

A more consistent process across both the areas of care and SEND will allow for a consistency of effort.

I expect that the zoning and karabirrdt processes will be more efficient, in being able to focus on what the child needs to develop at that time, therefore making more progress and not spending time on areas of development for which they are not yet ready.

### Diagram labels:

Creatively Use & Respond to Change (envision possibilities and intervene in effective ways)

Use Edges;Value the Marginal (important things happen at the intersections)

Observe and Interact (pay attention)

Use & Value Diversity (diversity leads to greater resilience)

Care for the Earth

Catch and Store Energy (harvest while it's abundant)

Use Small, Slow Solutions (local resources & responses, manageable scale)

Obtain a Yield (make sure you're getting valuable results)

Integrate (capitalize on how things work together)

Fair Share    Care for People

Self-Regulate; Accept Feedback (be open to modify dysfunctional behaviours)

Design from Pattern to Detail (observe natural/social patterns and apply them to design)

Use & Value Renewables (reduce dependency on scarce resources)

Produce No Waste

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Full evaluation Plan

I will fully evaluate in the June 2021 in line with my Personal Professional Development deadlines.

Areas for consideration in evaluation of the process:

Use of One Page Profile [11] for student, staff, parents and professionals.

Use of Individual Provision Plan [18] for student, staff and parents.

Use of karabirrdt.

Use of Agencies map.

Use of Microsoft Teams for meetings and sharing information.

Effectiveness of different tools, eg zoning and other tools that may be useful.

I will use Plus – Minus – Interesting as a tool for evaluation of each aspect

Reflection October 2020

As of October 2020 I have set up an Individual Provision Plan [18] for Child 7A and Child 7B. Meeting with parents has not been possible because of Coronavirus restrictions as initially no outside visitors were allowed in school and then only for essential meetings, for example annual reviews [2] of Educational Health and Care Plans [8]. It is always difficult to find time to implement developments and the half term to October 2020 has been particularly difficult. The coronavirus procedures combined with staff absence have resulted in very little time for anything but essential work. This has been exacerbated by the need to catch up on other work that could not take place during the summer term in full lockdown. Therefore I have yet to use the karrabirrdt or the zoning tools. The only meeting I have had with parents and child has been for a Year 11 who I was not going to change my methodology. Nevertheless, I do have meetings planned in the next half term.

Similarly I have not shared the Signposts mind map as new forms have come in from different agencies, for example a new programme provided by the Police, and I have not updated the mind map. The logical time to share this would be as part of our local SENCo [22] meetings, but these also are not happening.

The meeting I did hold worked well with parents and child in school and outside agencies attending through Microsoft Teams.

**Tweak**

October 2020

Given the restrictions to meeting with parents I intend to set up the One Page Profiles, Individual provision Plans, Karabirrdt and Zoning diagrams without meeting over the next half term. I will share these and add to them by meeting with the children. I can then introduce them to parents when I have statutory meetings later in the year.

Initially I will set up on Microsoft teams directories for each child containing what plans are present or blank pro-forma.

I have allocated time within my diary to do this, but priorities may change because of changes to Covid-19 rulings or to events in school.

20 November and 23 November Child 7A, Child 7B and Child 8B.

27 November and 30 November Child 8A and Child 8D.

4 December and 7 December Child 9A and Child 9B.

11 December and 14 December Child 8F, 8C and 8E.

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| Glossary |
|---|
| 1. Alternative Provision – Long term educational programmes provided by organisations outside of school, either by outside agencies or by the Pupil Referral Unit. |
| 2. Annual Review – Meeting to review progress and plan for the future for children with Education, Health and Care Plans |
| 3. Attendance Plan – A plan with the aim of improving attendance for a child or family. These are initially carried out at School level and if progress is not made at Local Authority level which could lead to prosecution. |
| 4. Behaviour Management Plan – A plan with the aim of managing challenging behaviour, including a risk assessment and physical handling plan. |
| 5. Children Looked After (CLA) – Children in the care of the Local Authority, either fostered or in children's homes. |
| 6. Early Help Assessments (EHA) – An assessment and plan at the first level of concern, either looking at education or care. This can lead onto a referral to other agencies, for example specialist teacher, educational psychologist, Barnardos etc. It is the first stage of moving towards statutory assessment. |
| 7. Early Help Panel – A panel of professionals who offer advice for a Team Around the Family / Child that is stuck not making progress. |
| 8. Education, Health and Care Plans (EHCP) – A statutory document that outlines a child's needs, strengths, outcomes and provision. These are for children whose needs cannot be reasonably met through school's resources. Needs are divided into Communication and Interaction, Cognition and Learning, Social, Emotional and Well Being and Sensory / Physical Development Needs |
| 9. Health Care Plans (HCP), - A plan to manage the medical needs of a child, including what to do in an emergency. Some health needs have their own plan for example Anaphylaxis and Diabetes. |
| 10. Individual Education Plan (IEP) – A plan outlining targets, provision and progress for children with special educational needs. |
| 11. One Page Profile – A document that gives a summary of a child. I have extended this to include a plan and review process. |
| 12. Outside Agencies – Agencies that are not part of the school, this includes Local Authority departments, for example Specialist Teachers or Educational Psychologists, but also from health, for example Speech and Language Therapists, specialist nurses and from the third sector for example Barnardos. |
| 13. Personal Education Plan (PEP) – A plan that outlines the needs, views and actions for a Child Looked After. |
| 14. Personal Professional Development (PPD) – At Solway this has been incorporated into Performance Management. |
| 15. Person Centred Planning – A way of planning for a person's needs that is inclusive and has the person themselves in the centre of decision making. |
| 16. Provision Mapping – A way to identify what provision, in the form of different interventions, is available within a school and to which children each provision is relevant. It can also be used to audit interventions financially. |
| 17. Provision Map – This can be either a whole school document, a group document or for an individual child, outlining the interventions available and or implemented. |
| 18. Individual Provision Plan – This is what I have termed the summary document I produce from the Education, Health and Care Plan, that identifies, needs and strengths, outcomes and provision, in a way that is more accessible to teaching staff and provides a mechanism for the annual review to look at all the areas identified in the plan. |
| 19. Pupil Premium Funding – Additional funding that comes into school to support the education of children from low income households. It is made available for any child who has ever had free school meals in the last 6 years. |
| 20. Pupil Referral Unit – A Local Authority provision for children who have been permanently excluded from school or at risk of permanent exclusion. In West Cumbria they also provide an alternative provision, a unit for children with EHCPs for Social Emotional and Wellbeing needs and for children who medical reasons are not able to attend school. |
| 21. Safeguarding – Schools have a responsibility to ensure that children in their care are safe from abuse and neglect. |
| 22. Special Educational Needs Co-ordinator (SENCo) – A statutory role in school for the management of meeting the needs of children with Special Educational Needs or Disabilities. |
| 23. Special Educational Needs and Disabilities (SEND) – Needs that relate to Communication and Interaction, Cognition and Learning, Social, Emotional and Well Being and Sensory / Physical Development Needs and any disabilities as defined by the Equality Act. |
| 24. Specialist Advisory Teacher – In Cumbria a Local Authority employed teacher who specialises in one of the areas of SEN. |
| 25. Statutory Assessment – The process whereby a child is assessed to see if they meet the criteria for additional support through an Education, Health and Care Plan. |
| 26. Team Around the Child / Family – A group, including child, family and professional who work towards meeting the needs of the child and / or family. This will be constituted following an Early Help Assessment. |

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27. Virtual School – A Local Authority School that monitors and supports the education of Children Looked After in schools.

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| Diploma Apprentice's Name | Graham Wigginton | | |
|---|---|---|---|
| **Project Title** | **Considering the process of my role as Inclusion Manager through the lens of Permaculture.** | | |
| **Date Started** | **September 2019** | **Date Completed** | **31 October 2020** |
| **Design Number** | **3 of 10** | **Implemented** | **Partially** |
| **Online Link to Design**<br><br>(if available) | **https://drive.google.com/drive/folders/1obExweXIoGe8XmV-jUoPTnnIJj874VTE**<br><br>**https://wiggintoncumbria.wixsite.com/permaculture-design** | | |
| **Land Based / Non Land Based**<br><br>(delete as appropriate) | **Non-land based** | | |
| **Name of Personal Tutor** or **Assessment Tutor**<br><br>(if different from PT) | **Lusi Alderslowe** | | |
| **Ready for Presentation**<br><br>(delete as appropriate) | | | |
| **Date & Signature of Assessment Tutor** | | | |
| **Date first registered for Diploma** | **10 October 2019** | | |
| **Accreditation stage**<br><br>(this design as related to overall portfolio) | **Interim Portfolio Assessment** | | |

| If this design is included in the FPA2 sample / moderated by a Senior Tutor: | |
|---|---|
| **Comments from Senior Tutor** | |
| **Name, date & signature of Senior Tutor** | |

## ACCREDITATION CRITERION 1: Demonstrating design skills

(for further guidance, see section C3, page 5, in the Guide to Accreditation Criteria)

| | | What's gone well? | What could have been done differently? |
|---|---|---|---|
| 1a | The design uses an appropriate **design framework** or intentional process accurately | I find SADIMET and OBREDIMET straight forward processes to use. As I was also using this for my Personal Professional Development at school I wanted to use an easy to follow process. This has been successful in terms of being understood at school. | The implementation stage has been difficult. Putting it in place in August and then realising what the impact of coronavirus would be on my space for development and the personal impact of working under the conditions set has meant that the implementation in the first half term, really did not happen. I hope that as I catch up with myself and things settle down that I will make more progress. A design of how to work within the restrictions of Covid may be useful. |
| 1b | It references the **permaculture ethics** appropriately | This is very much a people care and fair shares design. The use of remote meetings is a simple element that may have a significant impact on earth care issues. | I have referenced the ethics in the design, but have focussed mostly on Holmgren's principles. |
| 1c | The design uses **permaculture principles & theory** that are appropriate to the situation | The Holmgren's Principles diagram is something that I picked up from another Diploma Apprentice through the Diploma Forum and I like it as a way to consider the principles. The use of the same diagram in the evaluation section came from the discussion of the design at the Diploma Forum. | I need to look at other principles as well as Holmgren's. |
| 1d | It uses a **variety of tools** to suit the needs of the situation/ design brief | Tools used:<br>Mind maps, input / output analysis, CPIG model, flowcharts, SWOC analysis, Dragon Dreaming and zoning.<br>I liked how Dragon Dreaming seemed to fit with the process of inclusion.<br>The CPIG model was suggested at the Diploma Forum and although the design would hold together without the information it provides it was useful to me to distil the different stakeholders. | I feel that I could make more of the input / output analysis. |
| 1e | The design is intelligible, coherent and effective, **meeting the client's needs** | The design will certainly have an impact on how I work. | I need to ensure that I find time to implement all aspects of the design. |
| 1f | The **documentation is appropriate** to present to the clients and others | One of the questions I asked at the Diploma Forum for the design was whether it made sense to someone not working in education and from this I added the glossary. | I would still question as to how comprehensible it is to someone not working in education, but without adding significantly to the introduction I could not see how to clarify what I do otherwise. |

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## ACCREDITATION CRITERION 2:  Applying Permaculture design to projects

(for further guidance, see sections C2, page 4, and C4, page 6, in the Guide to Accreditation Criteria)

**Areas of Application** (delete all that don't apply)

Education & training

Administration & organisational design

| | | What's gone well? | What could have been done differently? |
|---|---|---|---|
| 2a | **SURVEY**<br><br>There is a clear explanation of how the **design brief was investigated** through surveying the situation and gathering the information. | The majority of the tools used were in the survey section of the design. It was my hope and intention in this section to make the situation clear to anyone reading the design. This I found useful in taking a step back from what I do on a day to day basis, as when in the thick of things there is not always time to do this. | I could have included the views of other stakeholders. |
| 2b | **ANALYSIS & DESIGN**<br><br>There is a clear explanation of how the **design decisions and solutions** were developed. | I feel that the design will have benefits as outlined in the evaluation section when looking at the design against the principles. | The analysis section I found harder to describe compared to the design as it required me to find tools that would express and back up what my thoughts regarding the current process are. Here the views of current stakeholders may have been helpful. |
| 2c | **IMPLEMENTATION & EVALUATION PLANS**<br><br>The **solutions are relevant** and **appropriate** to the area and design brief. | I think that the implementation and evaluation plans were appropriate at the time of writing in September, but has been "undermined" by the impact of coronavirus procedures that have taken front stage. | I have felt that the implementation and evaluation sections of my designs so far have not been as strong as the survey, analysis and design sections. |

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## ACCREDITATION CRITERION 3: Learning from and developing your permaculture practice

(for further guidance, see section C5, page 7, in the Guide to Accreditation Criteria)

|  | What's gone well? | What could have been done differently? |
|---|---|---|
| 3a The design report includes an **evaluation of the design's effectiveness**. | The suggestion from the Diploma Forum to refer back to the principles when evaluating the design has resulted in an effective evaluation of the design. | It is early in the process of implementation and I will be able to comment in more detail at the end of the school year, where I am expected to have implemented the design as part of my Personal Professional Development. |
| 3b There is **critical reflection** on how you used theory, design tools, and processes, and some next steps for this design. | This document contains my views on how the design has progressed. Presenting the design to the Diploma Forum was exceptionally helpful in terms of receiving feedback and advice. The use of Dragon Dreaming and Zoning was useful in defining a process. The CPIG stakeholder analysis was new to me and, although its impact on the design itself was minimal, it was useful to identify the different stakeholders. | Again, my Personal Professional Development process in school will provide a critical reflection. |
| 3c The design shows how **design skills and competence have progressed** and some next steps for design practice. | I researched Dragon Dreaming for this design and found it particularly relevant. I also found the concept of zoning a useful one here although with a different outcome when compared to my Kitchen Design. | I would like to do both a Zone 00 design and a land based design next and look at a different design tools. |

## The Next Steps

| What are the apprentice's **next steps with this design**, towards its accreditation. | 1. |
|---|---|
| What other **general or specific issues** might help with the apprentice's next steps, eg. to take into future designs. | 1. |
| Any other comments about the **format** of the project presentation, |  |
| **The highlight of this design for me is**… |  |

## Space for any other notes and comments to the apprentice

(This isn't part of the feedback against the accreditation criteria, but you might want to offer other references, suggested books or websites, etc. useful for future development for this design, or generally.)

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